FICHE NUMBER 287845 NOT AVAILABLE FROM EDRS

DOCUMENT RESUME

ED 287 844 SP 029 499

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TITLE Status of Teacher Education Doctoral Programs and Coursework.
PUB DATE Apr 87
NOTE 22p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Doctoral Programs; Educational Philosophy; Educational Research; Foundations of Education; Graduate Study; Higher Education; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Effectiveness; Teacher Evaluation

ABSTRACT

A survey (fall, 1986) was made of 153 doctoral-granting institutions to determine the extent to which teacher education is a focus of study apart from long-standing areas of study such as curriculum and instruction, special education, and reading. Also included was a section designed to determine what specific topics are studied by students in a separate teacher education program and if these topics are studied by other education majors. Responses were received from 129 of the institutions surveyed. Twenty-six indicated the existence of a separate focus in teacher education. Topics most frequently identified as areas of study follow: (1) current trends in teacher education; (2) research on effective teaching; (3) research on teacher evaluation; (4) historical/philosophical foundations of teacher education; (5) issues/problems in teacher education; and (6) research on design of teacher education programs. It was reported by respondents from the institutions that doctoral students in education other than those focusing on teacher education were not required to study these topics. (Author/DF)

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Status of Teacher Education
Doctoral Programs and Coursework

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April, 1987

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Status of Teacher Education
Doctoral Programs and Coursework

Increasing attention is being given to teacher education as an area of study apart from such majors as curriculum and instruction, special education, elementary education and other majors typically found in Colleges/Departments of Education. Some institutions have established research units in teacher education. Some have begun requiring teacher education coursework of all doctoral students in education. Where teacher education is studied at the doctoral level as a separate focus, a number of questions can be raised. What specifically are the topics of study? What research tools are required? Is there a language requirement? Can both Ph.D. and Ed.D. students concentrate in the area of teacher education? What are the entry requirements?

Questions like those above led the investigator to the development of a structured survey instrument designed to determine the status of doctoral programs and coursework in teacher education. Identified as a "Survey of Teacher Education Doctoral Programs and Coursework," the instrument was mailed in 1986 to all College of Education Deans in 153 doctoral-granting institutions that had NCATE approved teacher education programs (primarily undergraduate programs). The 153 institutions were selected on the assumptions that (1) there was a stronger commitment to teacher education than at schools not approved by NCATE and (2) the existence of doctoral programs of any kind would more likely mean education doctorates existed at these institutions. The instrument was designed in such a way that representatives of institutions having education doctorates (1) completed a demographic section about the size of the institution, number of graduate students, kind of institution (land grant, private, etc.), (2) indicated if a separate teacher education program existed at the doctoral level (the major focus of this study), (3) indicated if majors other than teacher education doctoral students were required to take coursework

The investigator wishes to thank his colleagues, Dr. Judy Boser, Dr. Dan Quarles, and Dr. Ted Hipple for their assistance with the questionnaire and/or the insightful reading of this initial report.

in teacher education, and/or (4) indicated if teacher education coursework existed only on an elective basis. Embedded in parts 2, 3, and 4 above were questions about content studied (e.g., policy study related to teacher education, current trends in teacher education), language requirements, research tool competencies, entry requirements, whether or not a non-College of Education cognate was required, and questions relating to dissertation topics required of all education majors. The content topics were identified by a group of University of Tennessee faculty members interested in teacher education as a separate focus of study at the doctoral level. The areas of study were believed to be the most important topics for a doctoral program focused specifically on teacher education. However, an open-ended question in the survey instrument permitted respondents to add other topics not given.

A total of 129 of the 153 institutions polled or 84% responded. (Responses were received from 70% of the institutions on the first request. A follow-up request resulted in responses from an additional 14%.) A total of 43 responded to the section of the questionnaire to be answered where teacher education constituted a separate area of study (Section II). However, after a careful review of the responses on these 43 surveys, it became obvious that only 26 institutions had a separate teacher education area of study at the doctoral level. Some of the remaining 43 respondents completing Section II identified specific programs such as elementary education, secondary education, or special education as their teacher education programs. Respondents for two institutions stated that while their teacher education programs were not separate areas of study, students who wanted to focus on teacher education as a separate program could have a program so developed. Although these kinds of responses clearly indicated that there was not a separate teacher education focus at the doctoral level at these institutions, the responses to the questions on the "separate focus" section of the questionnaire appeared to confirm this interpretation.

While the 26 institutions with separate teacher education programs were in agreement (50% or more agreeing) on six topics that should be included in doctoral-level coursework (addressed later in this report), there was agreement on only one topic by the 17 institutions completing Section II of the survey but clearly not having teacher education separate from other education majors.

How the 129 institutions responded is depicted in Table I.

Table I

Responses to Survey of Teacher Education Doctoral Programs and Coursework

N = 129

Categories of Response	Number Responding	%
Separate Doctoral Program in Teacher Education	26	20
Doctorate in Teacher Education Identified by Respondents as Separate Area of Study but Interpreted (by the Investigator) as not Being a Separate Focus	17	13
No Separate Teacher Education Doctorate but Coursework in this Area Required of Other Majors in Education	7	5
Teacher Education Coursework at Doctoral Level Available Only as Electives	20	16
Doctorate in Education but no Coursework per se Required in Teacher Education or Available on an Elective Basis	33	26
Joint Doctoral Programs With Other Institutions but No Separate Teacher Education Program	4	3
No Education Doctorate at All	22	17

Findings

Responses from institutions in the various categories identified in Table I were tabulated to determine if patterns prevailed. Those relating to the 26 institutions having a separate doctoral program in teacher education are presented first.

Separate Doctorate in Teacher Education

(Respondents were asked to answer this section of the questionnaire if their institution had a doctorate in which teacher education existed as an area of study separate from such topics as curriculum and instruction, special education, and other areas of study generally found in Colleges of Education.)

(Topics of Study in Separate Teacher Education Doctoral Programs)

The topics most frequently identified as areas of study were: current trends in teacher education, research on effective teaching, research on teacher evaluation, historical/philosophical foundations of teacher education, issues/problems in teacher education, and research on design of teacher education programs. All of these were included in more than half of the programs reporting. All topics are presented in Table 2 in the order of most frequently to least frequently identified as a topic of study.

Table 2

Frequency of Requirements of Topics in Separate Doctoral Teacher Education Programs
N = 26

Topic	Number Institutions Reporting Topic	%
Current trends in teacher education	18	69
Research on effective teaching	16	62
Research on teacher evaluation	15	58
Historical/philosophical foundations of teacher education	15	58
Issues/problems in teacher education	14	54
Research on design of teacher education programs	14	54
Research on effective schooling	12	46
Research on teacher competencies	10	38
Policy study related to teacher education	10	38
Study of different, alternative teacher education programs	8	31

It should be pointed out, however, that not all institutions having these topics in their programs had separate classes for them. For example, of the 18 institutions reporting that current trends in teacher education was a topic in their teacher education programs, only 13 reported credit-earning courses specifically in this area. Two institutions did not report the number of credit hours for this topic, while three reported that the topic of current trends in teacher education was included in a course covering a broad array of study (e.g., curriculum and instruction in teacher education).

Four topics were rated by fewer than half of the respondents as being required in their teacher education programs. These were:

study of different alternative teacher education programs, policy study related to teacher education, research on teacher competencies, and research on effective schooling.

As mentioned, space was provided for adding topics not listed on the survey instrument. In addition to the topic of curriculum and instruction in teacher education, other topics listed were seminar in teacher education, classroom life and related theory, inquiry in teacher education, and developing the teacher education program. These broader topics, according to the respondents whose institutions reported having them, encompass most of the topics listed on the questionnaire.

(Teacher Education Coursework Required of Other Education Majors)

Only 11 of the 26 institutions with separate teacher education doctoral programs reported that other education majors were required to take coursework in teacher education. The topics most frequently required of students at these 11 institutions were historical/philosophical foundations of teacher education (required by ten), research on teacher evaluation (required by eight), policy study related to teacher education (required by seven), research on effective schooling (required by seven), and research on teacher competencies (required by seven). The topic least frequently required of doctoral education students not majoring in teacher education was current trends in teacher education (required by five).

(Other Specialized Coursework in Education
Taken by Teacher Education Doctoral Students)

Respondents were asked to identify courses that teacher education doctoral students took in specialized teaching areas (science education, reading, etc.) and in curriculum development, foundations of education, learning theory, and internships/practica. Curriculum development was identifed most frequently as a required supporting area (21 programs required this area). Nine of the respondents indicated that one course was required, and five indicated that two courses in this area were required. Other responses relating to number of courses required in curriculum development varied. Two other areas identified by a large number of the respondents included learning theory/learning styles required by 19 institutions and foundations of education required by 18 institutions.

More than half (15) of the 26 institutions with separate teacher education doctoral programs reported that a practicum or internship was required. Likewise, 15 respondents reported that specialized study in an area such as science education or social studies education was required.

(Research and Language Tool Requirements)

Descriptive and inferential statistics were more often required than other research tools. Twenty of the 26 institutions with separate teacher education doctorates listed either or both of these areas as required (15 listed both). Seven institutions required their teacher education majors to take ethnographic research coursework (along with other research coursework). Three institutions required historical research coursework along with other research methodology.

Thirteen of the 26 institutions required a research design course of their teacher education majors.

In regard to what language tools (foreign and/or computer language) are required, ten of the 26 institutions did not require coursework or competency in this area although only seven of these institutions specifically indicated none (The others merely did not answer this question.). In cross referencing responses to the seven institutions stating no language requirements and the question on the type of degree (Ed.D. or Ph.D. reported later), four stated that the Ed.D. was the only degree in which teacher education could be studied.

The thirteen programs having "language tool" requirements had a variety of requirements in this area. The most predominant requirement was a computer language listed by itself (in six programs). Two institutions had either a computer or foreign language requirement. Two reported having a number of options or that the options varied for meeting the language requirement. One indicated that one foreign language was the only requirement in this area while two others checked the response "other" but without identifying what the requirement was. Three respondents checked conflicting responses.

(Non-College of Education
Cognate Requirements)

In seventeen of the 26 separate teacher education doctoral programs, a non-College of Education cognate was required. The average number of quarter hours* required was 20 (with a range of six

*Since twenty of the 26 institutions are on the quarter system any hours reported by the other six (on semesters) were converted using the multiplier of 3/2.

to thirty quarter hours) in the cognate. By far the most popular cognates were psychology and sociology. Anthropology, computer science, and history were chosen as the next three most popular cognates, but these were chosen far less frequently than psychology and sociology. Five institutions indicated that no cognate was required, two indicated that they stayed inside their College of Education for the required cognate (even though the question specified non-College of Education cognate), and two gave contradictory answers (checking the "no cognate" item and indicating a subject area of those listed as the cognate).

(Average Number of Doctoral Students Majoring in Teacher Education and Geographic Location of Institutions With These Programs)

The average number of doctoral students majoring in teacher education as a separate area of study was 107. This number constituted 4% of all graduate students (Master's and Doctorate) majoring in education at these institutions. The smallest number of teacher education doctoral students reported was two, and the largest number of such majors was 400.

The region of the country with the largest number of separate doctorates in teacher education is the Midwest. Nine of the reporting institutions are located in this area. Five institutions are located in the Northeast. Four each are located in the Northwest and Southwest. Three institutions are located in the Southeast while one institution is located in the Middle Atlantic states.

(Average Size of Separate Doctoral Programs
in Teacher Education, Kinds of Institutions
With Such Degrees, and Types of Degrees)

The average size of the institutions in which separate doctoral programs are located was 25,050 students. The institutions range in size from 9,200 to 50,000 students. Nine of the institutions had an enrollment of 30,000 plus while eight of the institutions had an enrollment of 15,000 or fewer students.

Of the 26 institutions having separate doctoral programs in teacher education, twelve are public land grant universities, nine are public non-land grant universities, four are private universities, and one is a church-related university. No college (private or public) was among the institutions indicating the existence of a separate teacher education doctorate.

Teacher education as a major focus can be earned in either an Ed.D. or Ph.D. program in 13 of the 26 institutions with a separate teacher education doctorate. In seven of the 26 institutions, the doctorate in teacher education can be earned in only the Ed.D. program while in six, this degree can be earned only in the Ph.D. program.

(Background Requirements in Education
and Other Entry Requirements for
Teacher Education Doctoral Students)

Background coursework of students entering teacher education doctoral programs included work in education in over half of the 26 programs. Six of the 26 programs have the requirement of a Master's only in Education (meaning that the Baccalaureate can be in some other field) while three programs require that only the Baccalaureate be in Education. Six others require that both the Baccalaureate and

Master's degrees be in Education. One respondent indicated that either the Baccalaureate or Master's had to be in Education. In one program, both degrees must be in Education or a related field. Four respondents to the survey reported that students could enter the teacher education doctorate with any Baccalaureate and Master's degrees while one other specified that a "Master's as appropriate" degree must have been earned. One respondent stated that "usually a Master's" is required, while one other reported that certification in an educational field is required (presumably with degrees in any field). One other respondent stated that usually the students entering had a Baccalaureate or Master's in Education but that the institution was beginning to admit some students from other fields to the doctorate in teacher education. One respondent did not answer this question on the survey.

Nineteen of the 26 institutions required teaching experience as an entry requirement to their teacher education doctorates. Three other institutions were reported as "not requiring teaching experience." The question of teaching experience was not answered on the remaining four surveys. Ten of the 19 institutions that required teaching experience specified that three years of such experience were required although one gave the qualifier "usually." One stated that five years of experience were required for entry, one required two years, and one required only one year of teaching experience for entry to their programs. Number of years of teaching experience was not reported by six respondents although they indicated that teaching experience was required.

In regard to the kind of standardized tests required of students entering teacher education doctoral programs, 13 institutions

required 1000 or more on the GRE (Quantitative and Verbal sections). One other reported that a minimum of 950 on the GRE is acceptable. One requires the GRE, but no score was given. Six respondents reported that a standardized test other than the GRE is required with the Miller's Analogies mentioned by four as the required test. Three require the GRE in combination with another standardized test. Two institutions stated that they do not require a standardized test for entry to the doctorate in teacher education.

(Requirements Relating to Dissertation Topics and Design)

Respondents from 19 of the 26 institutions with separate doctoral programs in teacher education indicated that their programs permitted students to write their dissertations in a related field (reading education, learning theory, etc.). Two indicated that the topic of the dissertation must be in the area of teacher education. The other five respondents did not answer questions in this specific area-possibly thinking that the "no restriction on design" question that ended this section of the questionnaire satisfactorily answered this question.

Sixteen of the 26 institutions with separate teacher education doctoral programs stated that there were no restrictions on the design of the dissertations, with theoretical or applied research designs permitted. Two institutions reported that the design is restricted to applied research. In eight of the surveys the research design questions were not answered.

Teacher Education Coursework Available in Institutions Having No Separate Doctorate in Teacher Education

Although most of the institutions surveyed did not have a separate doctoral program in teacher education, some coursework on the topics cited in Table 2 on page 5 is required at 24 (17 + 7) institutions and is available as electives at an additional 20 institutions. Data on this coursework are depicted in Table 3.

Table 3

Teacher Education Coursework Required And/Or Available at Institutions Not Having a Separate Doctorate in Teacher Education

	Institutions Reporting but Not Having* A Separate Teacher Education Doctorate (N = 17)		No Separate Doctorate in Teacher Education but Requiring Such Coursework of Other Education Majors (N = 7)		No Separate Doctorate in Teacher Education; Coursework in Teacher Education Available only as Electives (N = 20)	
	No.	%	No.	%	No.	%
Current trends in teacher education	3	18	2	29	7	35
Historical/philosophical foundations of teacher education	3	18	3	43	8	40
Issues/problems in teacher education	2	12	1	14	10	50
Policy study related to teacher education	2	12	1	14	6	30
Research on design of teacher education programs	3	18	0	0	5	25
Research on effective schooling	4	24	2	29	11	55
Research on effective teaching	3	18	2	29	15	75
Research on teacher competencies	3	18	3	43	9	45
Research on teacher evaluation	3	18	3	43	13	65
Study of different, alternative teacher education programs	1	6	1	14	13	15

*As interpreted by the investigator

Of the 17 respondents erroneously completing the "separate-teacher education focus" of the questionnaire (as interpreted by the investigator), only five indicated that other education majors were required to take teacher education coursework including the topics specified. Research on effective schooling was identified by four institutions as the most frequently required topic, but several other topics were required by three institutions.

Among the seven institutions reporting that no separate teacher education doctorate existed (at their schools), but that coursework in this area was required, no one topic emerged as a high frequency requirement.

As revealed in Table 3, the teacher education topics available only on an elective basis were found to exist at 20 institutions. Research on effective teaching was identified as the topic most frequently available. Along with this topic, two others (research on teacher evaluation and issues/problems in teacher education) were among the six topics most frequently required of students studying teacher education as a separate focus. (See Table 2 on page 5.)

Only one of the 20 institutions with the identified teacher education coursework available only on an elective basis listed topics in teacher education in addition to those pre-selected for the survey. The topics identified were instructional models of teaching, supervision of student teachers, and dissemination of theory and research. These were identified as separate courses.

(Teacher Education as a Dissertation Topic in Institutions Where No Separate Doctorate in Teacher Education Exists)

Education majors other than those studying teacher education as a separate focus generally can choose teacher education as a dissertation research topic. Of the respondents from the 17 institutions completing the "separate focus" section of the survey but believed to really not have a separate teacher education program, only one specifically answered "no" to this question. Eight respondents answered "yes" indicating that any education major might be allowed to choose teacher education as a dissertation research topic. Eight did not respond to this question. Among the seven institutions having no separate doctorate in teacher education but requiring coursework in this area of education doctoral majors, all respondents reported that their students could choose teacher education as a dissertation research topic.

Eighteen of the 20 institutions in which teacher education coursework is available only on an elective basis permit students in such areas as curriculum and special education to choose teacher education as a dissertation research topic. This is most closely related to the situation reported above among the seven institutions having no separate doctoral focus in teacher education but requiring coursework specifically focused on teacher education.

Analysis/Discussion of Findings

Teacher education as a separate area of study at the doctoral level, as indicated by 26 respondents to the questions in this study, is an indication of a recognized need to focus on this topic in a "generic sense." It would appear that, to a degree, this recognized need is further enhanced by the fact that the respondents were able to reach some measure of agreement on over half (6 of 10) of the topics (current trends in teacher education, research on effective teaching, historical/philosophical foundations of teacher education, research on teacher evaluation, issues/problems in teacher education, and research on design of teacher education programs) constituting the coursework in a teacher education doctoral program. Obviously, a greater degree of agreement is needed.

Most of the respondents (20 of 26) also stated that research tools were required in their teacher education doctoral programs. However, as in the case of the topics of study cited above, there is room for greater agreement. Only 15 of the 26 respondents reported that their programs required coursework in both descriptive and inferential statistics. Only 13 of the 26 respondents stated that research design coursework is required. The requirement of ethnographic research by seven institutions and of historical research by three, while not a large percentage of the 26 programs, is encouraging. Research tools other than those used in experimental studies are receiving more attention in doctoral programs, and a diversity of research methods should be promoted in teacher education doctoral programs if this area of study is to be thoroughly and comprehensively explored.

Some form of language was required in only 50% (13 of 26) of the separate teacher education doctoral programs. Four of the programs in which there was no language requirement were programs in which the Ed.D. was the only option open to students focusing on teacher education as a separate area of study. This is

a possible explanation for a language not being required since traditionally the Ed.D. degree has no language requirement. The most surprising statistic in this area is that only six of the 26 respondents reported that facility with computers is required in their programs. (Six respondents listed that they require computer language while another two stated that they require either computer or foreign language.) It would appear that in what is called the "age of computers", the number of teacher education doctoral programs requiring computer facility of their graduates would be higher. Likewise, the overall importance of language in separate Ph.D. in teacher education programs should be higher.

Requiring coursework of teacher education majors in curriculum development, learning theory/learning styles, and foundations of education (sociological/philosophical/historical bases of education) is not unexpected. These areas support and contribute to teacher education as well as to the study of education in general. It is also not surprising to find specialized study such as science or social studies education required in over half of the institutions having separate teacher education doctoral programs. Teacher education specialists may, at this time in the history of teacher education, serve dual roles, doubling as a specialist in a traditional "methods" area. The existence of a practicum or internship in 15 of the 26 separate teacher education doctorates is perhaps more surprising. Regretfully, the investigator did not solicit more discerning information on this item. It does indeed merit further probing.

A significant finding, in the investigator's opinion, is the requirement of a cognate outside the college of education. (Seventeen of the 26 institutions have such a requirement which averages 20 quarter hours.) The disciplines of psychology and sociology, not surprisingly, are the most frequently chosen

cognates. Teacher education doctoral students should have cognates taken outside the College of Education since several areas related to and supportive of education enhance the study of teacher education as a disciplinary area.

Two other findings appear to be quite logical. Background experience in education and teaching experience are seen as important. More than half of the institutions require a degree (either a Baccalaureate or Master's) in education. In 16 of the institutions reporting separate doctoral programs in teacher education, one degree or both must be in education. Nineteen programs have the requirement of teaching experience. Thus, it appears that teacher education as an area of study at the doctoral level is frequently built on prerequisite coursework in education and/or teaching experience.

Very few differences existed in required topics of study for "other" education majors at the 26 institutions with separate teacher education doctorates and the 24 (17 plus 7) institutions requiring teacher education coursework of education majors in general. In all three institutional categories (26, 17, 7), less than half of the institutions indicated required coursework of education doctoral students in general.

Doctoral students in education <u>per se</u> appear to be able to choose teacher education as a dissertation research topic. This could be due to the fact that part of the work of many education majors in general (science education, reading, etc.) relate to teacher education or are considered segments of teacher education programs in general.

Summary, Conclusions, Recommendations

In a relatively small number of institutions (20% of those responding to this survey), attention is being given to teacher education as a separate area of study at the doctoral level. In these programs there is some agreement on the topics that should be studied. There is slightly greater agreement, however, on requirements in the supporting areas of curriculum development and learning theory/learning styles, both having a longer history of attention than teacher education as a separate area of study.

Requirements for entry to doctoral programs where teacher education is a separate focus vary but includes some features common to 50% or more of the institutions. Likewise there is some agreement on the importance of research tools and language requirements although the specific requirements tend to vary in these two basic areas.

Cognates of sociology and psychology for advanced teacher education students are preferred to other cognates. Teaching experience and education coursework are seen as important background for doctoral students in teacher education in more than half of the institutions with such programs. In only one-half of the separate doctoral programs in teacher education is there a language tool requirement.

Doctoral students in education other than teacher education majors are not typically required to take teacher education coursework identified in this study. There is some agreement (50% or more) on teacher education topics that are available only on an elective basis at 20 universities not having a separate doctorate in teacher education.

Choosing teacher education as a dissertation research topic is generally allowed in not only institutions where there is a separate teacher education doctorate but also among students at institutions where there is no separate teacher education doctorate. In addition, students in teacher education and

education students in general can choose a dissertation topic from a broad array of education topics.

The following recommendations are made:

- Institutions with separate teacher education doctoral programs should form a network to examine common interests, explore content of teacher education topics, and help disseminate information about advanced study in teacher education

- Representatives from institutions with separate teacher education doctoral programs should examine language tool requirements, focusing on the purposes of the requirements. Special attention should be given to the value of computer facility as a language requirement.

- Representatives of separate teacher education doctoral programs should explore the place in their programs for a diversity of research methodology (descriptive/inferential statistics, ethnographic research, historical research, etc.) as well as research-design coursework.

- Representatives of separate teacher education doctoral programs should provide leadership in designating what teacher education content is most important for the education major who is not studying teacher education as a separate focus.

- Institutions with separate doctoral programs in teacher education should form linkages with undergraduate teacher education programs not only to provide leadership in disseminating "state of the art" knowledge about teacher education but also to secure settings for internships/practica for teacher education doctoral students.